| **\_\_\_\_ /28** | **Exceeds Proficiency Standards – 4** | **Meets Proficiency Standards – 3** | **Meets Basic Standards – 2** | **Below Standards – 1** |
| --- | --- | --- | --- | --- |
| **Ideas and Content**   * **The main idea**   **and purpose** | * Clearly states and maintains a strong opinion on the topic that is insightful and/or demonstrates a complex understanding of the topic * The writer worked to find specific words to state the claim, and let the reader know the reasons developed later in their piece * The writer included multiple reasons to support their thesis with lots of supporting evidence (facts, examples, quotations, information) that supports the opinion * Student clearly elaborates on all ideas that further helps supports their thesis statement with purpose | * States and maintains an opinion on the topic throughout their writing * The writer made a claim about a topic or a text and gave reasons to support the opinion. They chose relevant details and facts to help prove their points * The writer included reasons to support their thesis with supporting evidence (facts, examples, quotations, information) that supports the opinion * Student elaborates on ideas that further help support their thesis statement with purpose | * States an opinion related to the topic, but does not maintain the opinion across the essay * The writer made a claim about a topic or a text and may have tried to give reasons to support their opinion * The writer tried to include reasons to support their thesis with supportive evidence but may not necessarily support their thesis * The writer tried to elaborate in each paragraph but may still need to add in more information | * Attempts to state an opinion, but does not take a particular side of the issue * May introduce the general topic rather than stating an opinion or a claim. The claim could be more clear for the reader * The opinion is not clearly stated or is missing supporting reasons * The writer to include one example to support their reasons from their knowledge and life/ reason may not necessarily support claim |
| **Organization/**  **Elements**   * **Structure: Introduction, body paragraphs and conclusions** * **Transitions** | * The writing piece includes an engaging and precise introduction that accurately summarizes the overall content and information * Each body paragraph includes a topic sentence that supports the claim/opinion, stated in multiple ways * Each body paragraph includes a concluding sentence that supports the opinion/claim, stated in multiple ways * The piece includes a meaningful conclusion that leaves the reader thinking about the content and information * The writer used sophisticated transitional phrases that help the reader understand how the different parts of the piece fit together to support the argument * Paragraphs are logically ordered with reasons supported by facts and details. The writer acknowledges the opposing viewpoint | * The writing piece includes an introduction that summarizes the content and information * Each body paragraph includes a topic sentence that supports the opinion/claim * Each body paragraph contains a concluding sentence that supports the opinion/claim * The piece includes a meaningful concluding paragraph about the content and information * The writer used transitional phrases to link opinions, ideas and reasons * Paragraphs are logically ordered with reasons supported by facts and details. | * The writing piece includes an introduction that somewhat summarizes the content and information * Few body paragraphs include a topic sentence * Few body paragraphs include a concluding sentence * The piece somewhat includes a conclusion (only thesis statement) about the content and information * The writer somewhat used transitional phrases * Paragraphs are somewhat logically ordered with reasons supported by facts and details. Details may repeat throughout the writing | * Gestures towards an introduction and/or a conclusion/ may be missing an introduction or conclusion * Paragraphs may go off on tangents, relating to the topic generally but not addressing an opinion * Attempts to create an organizational structure * May alternate between expressing an opinion and stating a reason, or merely list reasons in a way that makes it hard to connect them to the opinion of the writer * Attempts to use transitional words and phrases to connect opinion and reasons: may do so inconsistently, overuse them, use them inappropriately at times, or only use very basic transitional words |
| **Voice**   * **Personality** * **Sense of audience** | * Voice is clear and purposeful, the reader can tell that the writer put all information in their own words * The writer takes risks showing a strong reader/writer connection (uses punctuation such as ellipses, question marks, and exclamation marks throughout writing) * The writer used expressive phrases that add effect to the writing throughout the entire piece (multiple uses of punctuation, bold letters, inner thoughts, and quotations) | * Voice is purposeful and is evident in most of the writing * The writer takes risks most of the time (uses punctuation such as ellipses, question marks, and exclamation marks) * The writer used expressive phrases that add effect to the writing (multiple uses of punctuation, bold letters) | * The writer used voice sometimes in the writing * The writer takes risks some of the time (tries to use punctuation such as ellipses, question marks, and exclamation marks) * There may be an attempt to use expressive phrases that add effect to the writing (multiple uses of punctuation, bold letters) | * The writer did not use voice throughout writing piece to engage audience * The writer never take risks (little or no varied types of punctuation such as ellipses, question marks or exclamation marks) * There are no words or expressive phrases that add effect to the writing (multiple uses of punctuation, bold letters) |
| **Word Choice**   * **Rich, Colorful, Precise Language** | * Used high frequency, Tier II, and complex words that are above grade level and were used appropriately and purposefully * Used juicy words/sentences throughout the writing * The writer also used phrases and clauses such as*: consequently and specifically* | * High frequency words, Tier II and complex grade level words were used purposefully * The writer used some juicy words/sentences in the writing. * The writer also used words like: *such as, for instance, in order to, in addition* | * Used some grade appropriate, high frequency vocabulary * The writer may have tried to use juicy words/sentences in their writing, but perhaps could have used more * The writer used phrases such as: *because, therefore, since, for example* | * High frequency words are repeated or not used accurately * The writer needs to add juicy words/sentences into the writing. The writing has linking words such as: *because, and, also* * Words/ sentences are copied directly from a source (book, text, article, internet, etc) |
| **Sentence Fluency**   * **Rhythm and flow of the language** * **The way the language plays to the ear** | * The writer always writes complex sentences (“juicy sentences”) throughout the entire writing piece * The writer frequently used a variety of sentence structures * The writing includes multiple transitions between the thesis and supporting details * The writing is smooth when read aloud * The writer carefully re-read their sentences to make sure that they make sense. The writing can be read aloud smoothly | * The writer used complex sentences (“juicy” sentences) throughout the entire essay * Uses a variety of sentence structures * The writing includes multiple transitions between the thesis and supporting details * The writing piece can be read aloud so that the reader understands the writing and learns something | * Used some grade appropriate, high frequency vocabulary * The writer may have tried to use juicy words/sentences in their writing, but perhaps could have used more. * The writer used phrases such as: as because, therefore, since, for example | * Used simple sentences (no “juicy sentences”) throughout writing * The writer sometimes uses a variety of sentence structures and lengths * The essay sounds a little choppy and may not be easily read aloud/ very confusing to the reader |
| **Language Conventions**   * **The mechanical correctness of the piece: age-appropriate spelling, punctuation, capitalization, and grammar usage.** | * The writer clearly demonstrate command of the conventions of the English language * The writer used correct subject/verb agreement throughout the piece * The writer made sure to correctly spell words that are important to the topic * Used a variety of punctuation appropriately * Always punctuated dialogue correctly with quotation marks and commas | * Demonstrated command of the conventions of the English language * Used correct subject/verb agreement * Spelled grade appropriate words correctly * Used grade appropriate punctuation throughout the writing piece * Punctuated dialogue correctly | * The writer used what they know about spelling patterns to help them spell and edit before writing the final draft * Ended sentences with punctuation * Some of the grade appropriate words are spelled correctly * The writer tried to punctuate dialogue correctly but there may be several mistakes | * To spell a word, the writer used what they know about spelling patterns (-tion, -er, -ly etc) * Attempted to end sentences with punctuation * Few grade level words are spelled correctly * Work needs to be edited and revised * Need to work on punctuating dialogue correctly |
| **Explanation of Reading** | * Demonstrates an insightful understanding of literal and inferential details from the text | * Demonstrates an accurate understanding of literal and inferential details from the text | * Demonstrates a mostly literal understanding of source material, including some misunderstandings | * Attempt(s) to include and/or explain text evidence. Demonstrates inaccurate understandings of the source material |

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Overall Score**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teachers Feedback:**

I love the way you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the future, push yourself to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scoring: If a students has 4 or more in one level (1-4) than that is there overall score. If the levels are split than find the average to determine the students score.